

CHAPTER I

INTRODUCTION

In this chapter the researcher describes the basic consideration concerning (the background of the study, the reason explanation for choosing the topic, and short story of the play itself that would be able to be analyzed by the researcher). This chapter also containing the statements of problems, scope of the study, the objective of the study, significance of the study, review of related literature, theoretical base, conceptual scheme, method, and techniques of the research.

1.1 Background of The Study

Literature and human life are two things that are interrelated and inseparable from one another. It can be said that humans are the object of literature because literature is a medium that uses language to express the form of ideas, feelings, thoughts, and experiences of a person's life based on certain situations or problems in their surroundings. In connection with this statement, Semi stated that literature is a form and result of creative artwork whose objects are human beings and their lives by using language as the medium and the possibilities about themselves. (Karmini, 2011: p. 2.) Furthermore, Rene Wellek and Austin Warren in *Theory of Literature* give their opinion about literature and its relationship with real life: "*Literature is a social institution, using as its medium language, a social creation. But furthermore, literature 'represents', 'life'; and 'life' is, in large measure, a social reality, even though the natural*

world and the inner or subjective world of the individual have also been objects of literary imitation.” (Rene and Wellek. 1949: 94).

By this statement, it means that the life in literature can be a representation of the real life, which exists in a society that might be found by the author. Through the creative process, the writer who is inextricably linked to his society creates a new life for the phenomenon through his language and perspective on what qualifies as a literary work. As a result, a large number of writers create literary works, including plays, novels, and poems, that directly reflect human behavior and social occurrences. In this case, this allows literature to be included as a social document of civilization.

Drama is a literary work that is intended to be presented on a stage using dialogue that has been adapted into a story. The word “*drama*” derives from a Greek word meaning “*to do, to act,*” while the word “*theater*” derives from the Greek word meaning “*to see, to view.*” All acting is impersonation, but not all impersonation is acting. Furthermore, the drama itself can be displayed in numerous forms, such as plays, shows, films, soap operas, and so on. All historical drama is enhanced by dialogue that corresponds to the original story and delivered by the actors in appropriate settings that aid in their recognition of characters, actors, and events. An audience can be amazed if an actor plays a drama role with the appropriate character.

Therefore. Based on the explanation concerning literature and drama above, there is a drama that reflects the author's worldview concerning the social condition and situation of how the problems surrounding was depict directly appeared through the certain character in the drama namely "The Octoroon" by Dion Boucicault produced on 5th December 1859 and performed at the Winter Garden Theater, New York City.

"The Octoroon" itself refers to a character named Zoe, a mixed-race woman who is half African-European (One-Eighth black), lives and raised in the Payton Family which has different race ancestry at plantation Terrebonne Louisiana. Zoe herself is an out of marriage daughter of late Mr. Judge Peyton and one of his slaves, which is raised by Ms. Payton has her own daughter with another five slaves, a beautiful, educated, and charming woman that makes everyone fall in love with her. Moreover, she is still a slave, and until one day she and other slaves have been forced to be auctioned to cover Mr. Peyton's debt because the Peyton family gets insolvent. On other hand, this drama during its time was very inviting to controversy among the public and could compete with a novel by Stowe *Uncle Tom's Cabin* because it contained romanticism of interracial couples, debating over anti-slavery and racial issues that occurred in the United States.

The drama itself portrays incidents of racial issues in society which become historical events that cannot be forgotten and eventually be a lesson concerning anti-slavery among society in current life. The word anti-slavery in *Cambridge Dictionary* means “*opposed to*”, or “*intended to prevent*”, the slavery system which is refers to activity of a person for owning other people and forcing them to work.

However, it is often considered that drama is fictitious form of the author's imagination. There are many issues and problems in the drama as well as problems in real life. The author inserts stories such as problems that can come from the experience of the author or other people. This is the ability of the author which is carried out to make it easier for the reader so that the message the authors wants to convey reaches the reader. According to Patel, supplementing the work with a general social institution so that the reader and audiences can easily recreate it in his or her mind is a way of persuading the reader and that is the author's ability (Patel. 2016: p. 236).

Through this writing, the researcher uses genetic structuralism to reveal the author's worldview in literary text. It can be seen after analyzing the intrinsic elements of a literary work, the author's background, as well as the influence of sociology and history at the time the work was made. According to Faruk (in Yulianti. 2018: p. 489). The theory of genetic structuralism concerns the intrinsic and extrinsic elements Genetic

structuralism cannot be understood that understanding only the structure, or the intrinsic elements of the drama, without considering the presence of the author will not result in meaningful and coherent analysis.

Based on Lucien Goldmann (1980: p. 112) that, "*World views are historical and social facts. They are totalities of ways of thinking, feeling, and acting which are imposed on men finding themselves in similar economic and social situations, that is, imposed on certain social groups*".

The author's worldview is a concept introduced in the theory of genetic structuralism which refers to the ideas, aspirations, and feelings that unite certain groups, which are expressed in the drama by the author as a collective subject. Genetic structuralism's methods of expressing the author's worldview are referred to as whole-part and understanding explanation methods. In short, the whole-part method means understanding the structure of the drama, while the understanding-explanation method means that we aim to relate the drama's structure to the author's social structure.

Therefore, in connection with the brief explanation above the researcher expects could lead the readers to know more about the author's worldview in the play. The researcher not only analyzes the intrinsic elements but also releases the historical and social structure that mentioned above. However, the researcher also analyzes the extrinsic elements such as racial issues, especially anti-slavery that the author's

intervention in making his literary work. Thus, this research is entitled “The Author’s Worldview Towards Antislavery in Dion Boucicault’s Play *the octoroon* (Viewed from Genetic Structuralism Approach)”.

1.2 Statement of Problems

Based on the explanation of the background above, the researcher divided the statement of the problem into two:

1. What are the intrinsic elements in Dion Boucicault Play “The Octoroon”?
2. How does the author’s worldview towards anti-slavery in Dion Boucicault Play “The Octoroon”?

1.3 Scope of Study

In this research, the researcher would be focusing on statements of problems about the author’s worldview on social condition and also the intrinsic elements of the play. As Goldmann states that a literary work is about the structure and the writer’s intervention. Besides analyzing the author’s worldview, the researcher also analyzes the intrinsic elements of the play which includes character and characterization, plot, setting, and themes. Then, it is continued by analyzing author’s worldview towards anti-slavery in the play “The Octoroon” that consist of religious conviction, sympathetic affections, and bolt of freedom which depicted in the dialogue in certain of the characters.

1.4 Objective of Study

As the statement of the problems above, the purposes of this researcher are:

1. To describe the intrinsic elements in Dion Boucicault's play "The Octoroon".
2. To identify the author's worldview towards anti-slavery in Dion Boucicault's play "The Octoroon".

1.5 Significance of Study

The researchers expected that this research has the significance to the readers or to the next researchers which is divided into theoretical and practical significance that are explained as follows.

1. Theoretical of Significance

Theoretically, the researcher expects that this research would give the contributions to the next researchers especially in academic studies in term of analysis the literary work relating to the author's worldview towards anti-slavery by using genetic structuralism approach in other literary works, the researcher hopes that this study can be useful as a reference for the readers who want to enrich their knowledge concerning the author's worldview itself in case to accomplish their final study.

2. Practical of Significance

Practically, this research might be used as a reference and as a review related literature in their research to the next researcher and readers who are interested to analyze their research with the same topic in other

literary works or even with the same object using other approaches. Furthermore, this writing contributes more or less to understanding the author's worldview and improves expertise in academic writing such as in structural and writing expression in English.

1.6 Review of Related Study

In supporting this research, the researcher tries to look at another review related study which has similarities with the topic, or the object of this research then used as the references. There are four reviews that related with this research which has found by research include thesis, and journal, those are:

The first is study research from Sultan Agung Islamic Semarang University by Azizah (2022). In her study research with the title *The Author's Worldview in Frankenstein Novel by Marry Shalley*. Her research study has the same title as this research which analyzes the author's worldview using genetic structuralism theory by Lucien Goldmann that is analyzing intrinsic elements and the background of the author. But she dominantly focused on gender issues that she found the women inferior to men in which men have good in career and education. However. Women are uneducated and more responsible for household task.

Secondly is a script from Khairun University by Rudi S. Tawari (2009) entitled *Anti-Slavery Reflected in Frances Ellen Watkins Harper's Three Selected Poems (Viewed from Structuralism Genetic Approach)*. In his script, he examined concerns with the phenomenon of anti-slavery in

selected poems by Frances Ellen Watkins, *Bury Me in A Free Land*, *The Dying Bondman*, and *The Slave Mother*. This script uses qualitative descriptive analysis method and structuralism genetic approach to analyze the intrinsic structures in the poems.

Thirdly is a thesis from Georgia State University by Alvarado (2014), his thesis is analyzing the same object "The Octoroon" played by Dion Boucicault with the title *Representational Love Triangle of Dion Boucicault's "The Octoroon"*. In his research, he uses a historical approach that discusses the love triangle in each of the characters. But he relates historically about the abolition of slavery in America that represents between certain characters as the controversial side at the time.

The last study is a journal article from The Johns Hopkins University Press by Richardson (1982). The title of his journal is *Boucicault's "The Octoroon" and American Law*, in his journal he explained that the drama itself is implicitly reflects of the condition of the society of America in 18th century wherein the society had sanctioned by the law of anti-miscegenation at the time.

In addition to the four reviews of related study above, the researcher concluded that this research has the differences with the previous study. Whereas the first research has the same title in the different object namely the novel *Frankenstein* by Mary Shelley. Although the first research has the same title and theory, the object of this research is different in discussion and analysis. Because this research focuses on the racial

issues containing anti-slavery toward the character in the play. While the second study is related with the title of this research, but in a different analysis object namely the three poems by Frances Ellen Watkins which are discussed concerning anti-slavery and discrimination of slaves against white. Then the third and last study have analyzed the same object "The Octoroon" by Dion Boucicault, however with the different discussion that the third researcher is discussed about the representation of love triangle between three characters the play that contained the economic power, social consciousness, and moral fiber as well as the abolitionist and pro-slavery aspects of the slavery debate in United States. While the last is a journal article that discusses the representation of American Law in the 18th century. He explained in his journal that Boucicault's play has successfully laid the examination of fundamental American precepts, the viability of law as the framework of a democratic society and uses the situation of each character to contrast the ideals and realities of growing nations.

1.7 Theoretical Base

Theoretical base in research has functioned as a concept which defines and supports the research to imply the relations between the concept itself and the issues that happen. In this research, the author's worldview towards anti-slavery in Dion Boucicault Play "The Octoroon". The researcher exerts genetic structuralism approach to observe the

intrinsic and extrinsic structure of the play consist of the social condition as elaborated as follows:

1. Genetic Structuralism Approach

Genetic structuralism is an approach to literature that focuses on the analysis of the intrinsic elements and sociology of literature related to the social condition and worldview of the author. In sociology of literature itself is a theory that pays attention to the social aspects of humanity. Therefore, it focuses on the extrinsic elements of literary works. The sociology of literature focuses on the study of humans. It tries to answer how the social condition in an era, what culture develops in a society, or what the author's worldview influences a literary work. Hence, genetic structuralism is a theory which has the focus of the analysis on the structure and social aspects of literary work.

As Goldmann has described in *Essay on Method in the Sociology of Literature*, the subject of history is related to the historical structure that can be seen in literary works. For this reason, genetic structuralism is a theory that focuses on the structure of literary works and historical and social structure such as social conditions when literary works are published, the biography of the author, and so on.

Related to genetic structuralism theory, Goldmann state three basic characteristics of human behavior, they are:

1. Man's tendency to adapt himself to his milieu and, thus, the significant and rational character of his behavior to it,

2. Man's propensity for global structuring processes and coherence,
3. All constructive inquiry into the literary creation is based on the dynamic nature of his behavior, the modifying tendency of the structure of which he is a part, and the developing tendency of the letter (Goldmann, 1980: p 11).

The first tendency explains that there is the tendency to adapt to man. The tendency is that humans tend to adapt to their environment in their reality. In addition, there is also a significant tendency, namely human efforts to respond to all the problems they face in their environment. The second tendency is also consistency, man creates a consistent pattern of thought, behavior, and feelings in response to all problems in their environment. The third tendency of humans is to change and develop the structure of their thoughts, their environment, and their feelings from what they had before. This is the basis of the theory of genetic structuralism. The basic nature of humans cannot be separated from the environment and for that human to have a relationship with the environment where humans adapt in which they are. The quote above explains that these three tendencies affect humans. According to Goldmann in *Toward a sociology of the Novel*, genetic structuralism analysis in literary history is merely an application of a general method, which he believes in the only valid one in the humanities, to this particular field (Goldmann, 1980: p.156).

Genetic structuralism starts with the concept of human fact, collective subject, and worldview. According to Faruk (In Muniroch, 2011: p. 89), all the verbal and physical human activities and behaviors that science tries to understand explains that human fact is all human behavior. It is about the results of human activities as humans assimilate and adapt to the environment. However, the human fact is divided into two, namely individual fact and social fact. Individual fact relates to social class while social facts relate to history. According to Muniroch, all individual or social occupations including cultural works such as paintings, musical compositions, and literary works are human facts. Therefore, genetic structuralism sees literary works as human fact where human activities are tried to be understood by science (Muniroch, 2011: p. 89).

Based on Goldmann, the subject of human facts is divided into two individual subjects and collective subjects because not all human facts originate from individual subjects. Wherewith major economic, social, political, or cultural works are included as social facts (Goldmann, 1980: p. 156). Moreover, there are transindividual subjects that create those social facts. However, literary work is considered as a human fact so the transindividual subject in the author has an important role in human history.

Literary work is a part of social facts, and it expresses the relationship between social class or a certain social group and the environment. However, each member of a certain social group has the

same social background and has the same experience and way of thinking about their environment to create a good balance in relation to their environment. Because collective subjects tend to adapt and be consistent towards creating structural forms. This provided by Goldmann with the basic concept of Worldview. As Goldmann emphasized he would like to point out that philosophical, literary, and artistic works have proven particularly valuable for sociology. Because of the approaching the greatest possible awareness of privileged social groups directed toward the overall worldview (Goldmann, 1980: p. 39).

Worldview as a concept of genetic structuralism in analyzing works relates social structures to literary structures. In certain literary works, it represents social conditions where this happens in real life. In addition, transindividual subjects convey ideas or messages as a social class. For this reason, the concept of worldview has a function to connect social structures with literary structures regarding social conditions, economic, politics, and so on. According to Goldmann:

“World views are historical and social facts. They are totalities of ways of thinking, feeling, and acting which are imposed on men finding themselves in a similar economic and social situation that is, imposed on certain social groups (Goldmann, 1980: p. 112).

An analysis literary work with genetic structuralism theory means the researcher not only analyzes the intrinsic structure in the drama but also the historical and social facts. It means that the researcher also

analyzes the extrinsic elements like the author's interventions on the social condition through literary work and the historical background in which the drama is created. Those will produce a worldview.

1. Intrinsic Elements

The literary work has elements that build the drama itself to be good and awesome. According to Semi, "Drama as part of literary work has intrinsic and extrinsic elements". The elements of the drama are interrelated with each other in the build of the drama. As Nurgiyantoro has described, intrinsic elements including themes, plots, characters are used to analyze a literary work (Andari, 2019: p. 40).

a. Character and Characterization

A character is a person in the story. Robert (1969) defines character as, "Author's creation, through the medium of words or a personality and consistent with it". One character with another character is certainly different. Nurgiyantoro in 2007 classified characters into some types: protagonist and antagonist characters, major and minor characters, dynamic and static characters, flat and round characters (Zubaidi, 2011: p. 12). There are two characters in the drama: the opponent, who is the antagonist, and the protagonist, who is the main character. Antagonism between characters will create conflict in the narrative. There are also supporting and supporting characters. A major character is one who takes center stage in the narrative, whereas a minor character is

one who doesn't make frequent appearances. Static characters do not undergo any major changes from the start of the story to its conclusion, but dynamic characters go through changes both throughout the beginning and the end of the narrative.

Then, characterization is explaining character traits. On the characterization of how the character is described. The characterization of character is described in two types, namely direct and indirect. A direct character describes the nature or character directly while indirect is not. As Ridawati (in Muktasim, 2018: p. 16) has described, where the author tells the reader what each character looks like is called direct characterization. However, indirect characterization where the reader is not told directly by the author. It can tell what a character looks like in his or her thoughts, actions, and speech with the interactions of other characters. Characterization is the author's way to create and develop characters to be simple or complex characters.

b. Plot

The plot is a series of events that chronologically and also in the story there is a causal relationship such as problems that arise because of a cause and effect. Stanton Emphasized that the plot is a story containing a series of events, but each event was only related to cause and effect. The events gave rise to other events quoted (In Lapandja et al, 2016: p. 2). Nurgiyantoro explained that

the plot itself is divided into progressive, regressive, and progressive-regressive. Progressive is when the story is in the ordered scenes, moving naturally from the first incident to the last. Then, regressive is when the story begins with the most exciting thing that happened yesterday then fills in the background of our climatic statement. Likewise, progressive-regressive is when the story uses both progressive and regressive to tell a story.

Kenny explained in the plot itself, there are several elements such as: exposition, rising action, climax, falling action, and resolution (Lapandja et al, 2016: p.19). The exposition is the beginning of the story (when and where it happened). Then, rising action is when the problem from the story arises. However, when the problem is high in the story it signs that it is the climax. The climax is the most intense of the incident/problem. A moment at which the plot reaches its point of greatest emotional intensity.

The next part is falling action, which means that once the crisis has been reached, the tension subsides, and the plot moves toward its conclusion. The resolution is the end of the story. This is the end of the story about a happy or sad attachment to the story.

c. Setting

The time and location of the story are referred to as the setting. According to Kenny in *How to Analyze Fiction* that setting is one of the elements of fiction that tells us where and when the

events in the drama are (Lapandja et al, 2016: p. 38). The setting is divided into two, namely the setting of the place and the setting of the time. The setting gives the reader a picture or imagination of the atmosphere in the story, such as a sunny morning, the cool breeze in the mountains, or a classic and charming old city building. The setting provides an overview of the atmosphere in the story such as giving a scary or fun effect. As Ginarsa has explained, character actions are affected by the settings. The characters and the environment are interconnected because of the setting. Nevertheless, the setting controls the character's actions. Thus, settings are important (Muktasim, 2018: p. 14).

d. Theme

The central notion or implicit meaning of a piece of literature is called the theme. One can begin or imply a theme. When writing, a writer ought to have an idea. Thus, it goes without saying that readers must finish reading the drama in order to understand its concept. For instance, terms like "*holy*," "*dark*," and "*fear*" will be used repeatedly in horror themes, along with circumstances that support the theme. Jenkinson and Hawley (1974) quoted in (Zubaidini, 2011: p. 16) that emphasized an idea that grows from a text and to be repeated so that it develops along with the development of the drama is called a theme.

2. Extrinsic Elements

Intrinsic elements are the forming elements in the drama, while the extrinsic elements are the outer forming elements of the drama itself. Extrinsic elements such as the background of the author, and the social condition of the literary work was published.

a. Social Conditions of the Society in Louisiana in 18th Century

The next step is the researcher examining the social condition of the society in Louisiana in the 18th century when the author produced literary work. This part contains the social condition specially the racial issues that has influence on the author for making his work. For this reason, the researcher collects the information from books and journals that discuss the social conditions in Louisiana in the 18th century.

The social condition of the society in Louisiana in the 18th century was dominated by racial issues by the law of the government between white and black ancestry and freeing the people of color. In the 18th century also known as the colonization era of Louis XIV. In those eras, the wealth of recent writing on slavery and the law in Louisiana has focused on the relationships between legalized slaves and religious institutions. Historians and legal experts have examined how slaves contributed to the development of legal meanings, conventions, institutions, and rights over the past 20 years through the cumulative impact of court cases and claims. Unlike previous examinations of legal regimes of slavery through legal codes, legislation, precedents, and

doctrinal influences, recent scholarship approaches the study of the law as a problematic social and political environment in which multiple interests, including those of slaves, continuously collided. (Gross, 2013: p. 1710).

Louisiana's economic growth is mostly controlled by the slave trade; unlike the Chesapeake, which had a sizable population of white and Indian servants, most of the colony's work was provided by African slaves. However, during the French era, the overwhelming population was Black, and the primary source of wealth was slavery. The Crown issued an updated version of the colonial "*Black Code*," or *Code Noir*, for Louisiana almost immediately after the colony was founded. The reason the code noir was created in the first place is that it deals with the freedom of Black Americans for the next forty years, specifically with reference to colonial uprisings. An interracial marriage restriction that was absent from the original Code Noir was the result of the worry that freedmen may band together with white people to rebel. Moreover, it was illegal for Black people to "*live in a state of concubinage*" with slaves, even if they were free.

In addition, even though there were a sizable number of maroons, or escaped slaves, living among the Indians, the number of free persons of color in Louisiana who were counted by the census never exceeded 200 during the French period. This group remained comparatively small due to the 1724 Code Noir's limitations on

manumission and the prohibition on intermarrying, which restricted family manumissions. Interracial partnerships persisted nevertheless, and the Superior Council's files are replete with instances of manumissions, some of which are obviously based on self-purchase. A growing number of slaves participated in manumissions during this time, negotiated self-purchase or the purchase of family members, or sought the assistance of a sympathetic white person or free person of color. The majority of freedom suits capitalized on two factors: the revolutionary restrictions on the slave trade, which limited the importation of slaves into the state; or the idea that a person's status was determined by their mother and that having Indian ancestry in the maternal line could result in a presumption of freedom. (Gross, 2013: p. 1732-1733.)

Based on the explanation concerning social life on Louisiana in 18th century which explained above, it can be concluded that the life of society the colonialization of France by Louis XIV was upheaval concerns the racial issues towards the law of the government and the system of slavery that occurred. The society in Louisiana were dominantly living in incomes by slaving black people, but most of them make the slaves as their sexual object as concubinage which is restricted by the government at the time. Consequently, the intermarriage of the society happened and caused several of the decided to self-purchase the slaves and freed them by sympathizing as

the part of the family and caused rebellion because of this, the government launched the regulation namely *Code Noir* in order to press the dominations of rebellion between the white and the black against the government.

2. Concept of Slavery

According to the definition given in the Slavery Convention of 1926, "slave" refers to a person who is in a state or situation over whom any or all the rights associated with the right of ownership are exercised. Furthermore, "enslavement" is defined as "the exercise of any or all of the powers attaching to the right of ownership over a person and includes the exercise of such power in the course of trafficking in persons, in particular women and children" under the Rome Statute, which makes it a crime against humanity. The term "the powers attaching to the right of ownership" is what unites all these definitions. (Allain, 2009: p. 2.)

In "Understanding Global Slavery: A Reader," written by Kevin Bales. Kevin Bales acknowledges that his definition has changed along with the way people have thought about the issue. According to his most recent view, slavery is defined as "the control of one person (the slave) by another (the slaveholder or slaveholders)" in paper. The slaveholder gains agency, mobility, access to the body, work, and all of its by products, and benefits from this control. The use of violence and the fear of it serves to maintain and exert authority. Although sexual exploitation or psychological

benefits may sometimes be included, the main goal of this control is economic exploitation. (Bales, 2005: p. 91.)

In accordance with the explanations above, there is the difference between slavery and slave. Slavery itself refers to the status or power to control a slave in order to take part in someone's right. Meanwhile a slave is a person who all of their rights and freedom are controlled by the ownership or slaveholders. It means that an individual property of the slave is possessed and must be willing to be traded and used for economic needs, sexual, or even psychological benefits. Slave might be mentioned as the object of slavery.

3. Slavery in America

The import of slaves to America on August 31, 1616 by John Rolfe, the Dutch had sold as many as 20 Negroes to Virginia, at that time it was still a British colony, Negroes in the area were employed as domestic servants, the southern United States region during the British colonial period stretched out From Maryland to Georgia which has the main income of agriculture and plantations that the main income from the British colony.

Various British industrial products were exchanged for colony products to grow certain tobacco plants, and colonies began to utilize slave labor. The background of slavery in the southern United States is very fertile ecological state that produces sugar cane, indigo, cotton, wheat, and tobacco in harmony with the natural environment. It has been

found that it can promote slavery in agricultural areas. Southern plantations were in desperate need of slave labor. The reason why settlers began to use the power of blacks was that whites could not hire Indian workers who lived freely in free areas and farms, so power problem jobs in various farms was Skin-powered white plantations are not effective because they cannot withstand hot climates and are very expensive. Negro slave labor in plantations is very effective and cheap (Sundoro, 2012: p. 5).

Social slavery first grew in the Virginia region and then spread to other regions. In 1625, the Virginia London Company and the Kingdom had a trade relationship on agricultural and plantation products. Civilian industry groups in Virginia during the colonial period also provided slave labor to various colonies. From the 17th to the 18th centuries, most of the Negro imported from West Africa was used in tobacco, tilapia, and rice plantations. The main source of income in the southern United States is the plantation economy. Therefore, slave labor must be maintained as a means of production. Slavery that arose in the territory of the southern United States was a social system in which slaves were bound by and followed a series of regulations. Slavery practices show the exploitation of fellow humans. Slaves are considered easy to trade assets because they are completely controlled by their owners (Sundoro, 2012: p. 5).

As explained above, it can be said that slavery was originally sold by the Dutch to the United States region during the British colony at the

time to increase the income of the plantations and agricultural needs. Then, the slave labor starts to spread out to the rest of the United States because the slave itself is more dominant by black people which has physically more power and effectiveness than white Indian workers. As a result, the use of slave labor as a production method must continue. The social structure of slavery, which developed in the southern United States, required slaves to abide by a set of rules. Practices of slavery demonstrate the exploitation of other people. Due to their total owner control, slaves are regarded as easily traded assets.

4. Anti-Slavery in America

In the United States, there was a lengthy history of resistance against human bondage and slavery. Within the first generation of settlers in the New World, European colonists in North America started to depend on enslaved African laborers. German Mennonites and Quakers in Pennsylvania led the charge, submitting petitions against slavery as early as the 1680s, sparking an almost instantaneous outcry against the system. They maintained that slavery violated Christianity's Golden Rule and negated their motivation for coming to the New World. These colonists saw the colonies as an opportunity to establish role models for society that prioritized religious liberty and "*Godly*" simplicity. Slavery ingrained itself firmly into the colonies' legal and social systems (Ness, 2004: p. 3).

Furthermore, a petition against slavery was also presented in 1688 by a group of Dutch-speaking Quakers from Germantown Settlement, and it

was received by the Philadelphia Quarterly Meeting. They argued that slavery was a dangerous arrangement that defied the colony's claims to be a haven for freedom and a holy experiment, and that it violated the Christian Golden Rule. All these arguments were used in the petition to convince other Quakers to be against slavery. The first things it did were quote God's precept to "*Do to all men as we will be done to ourselves*" and remind Quakers of their colonial promise of "*Liberty of Conscience*". The petitioners then pointed out that slavery hampered their religious mission in America, comparing racial oppression in the colonies to their own spiritual repression in Europe, warning that "*This makes an ill in all those countries of Europe where they handle there...cattle.*" (Ness, 2004: p. 5).

Moreover, In the decades before the American Revolution. Opposition against slavery in the North started to strengthen. To begin with the colonies above Virginia did not create the plantation system that rendered cash crops essential in the Southern states. Small-scale slavery became viable in the Middle States due to the mix economy, as enslaved people acquired various farming and craft skills. However, large-scale commercial plantations that relied on gang labor were primarily found in the South. Furthermore, slavery did not align well with the religious beliefs of the majority of New Englanders who immigrated to America in search of self-sufficiency rather than significant financial gain. The Puritan immigrants arrived in the colonies with the intention of building a "*city upon a hill.*"

They believed that this community would inspire people to live a "Godly" life of integrity and simplicity by setting an example of perfection for the rest of the world (Ness, 2004: p. 6).

Therefore, based on the commentaries concerning anti-slavery above it can be concluded that the opposed against the slavery system in America has been pointed out by the Quaker since the colonialization of United States. The Quakers itself was strongly adhered to the teachings of religious idealism known as Puritans. They argued that the slavery system was opposed of making their views in making the New Word, it means their purposes of making the society which living in Godly ways by omitting the oppression toward the society. In addition, since the colonialization era of America they assumed that in the south of United States had dominantly used the slavery system rather than in the North because mostly the society in the South uphold their wealth and incomes based on the Plantation systems of the slaves.

On the other words, the fight of the slavery system in United States has brought most of the people that opposed to the system by raising the morality sight. Referring to the statements by Turner V. Johnson that "*Slaves are property and must, under our present institutions, be treated as such. But they are human beings, with like passions, sympathies, and affections with ourselves.*" (Bourne, 2014: p. 4).

By his statements which giving the moral powers of human being as well as in the American Declaration of Independence, which upholds the fundamental tenet that all people are created equal and are entitled to certain unalienable rights, including life, liberty, and the pursuit of happiness, effectively refutes any such notions of human inequality.

The doctrine of equality had been developed in Europe without special reference to questions of distinct race of color. But the terms, which are universal and as broad as humanity in their denotation, came to be applied to black men as well as white. Massachusetts embodied in the state constitution in 1780 the words, "*All men are born free and equal*" and the courts ruled that these words in the state constitution had the effect of liberating the slaves and of giving to them the same rights as other citizens (Macy, 1919: p. 5-6).

Furthermore, Anti-slavery itself becomes a movement which aims to end the slavery trade to gain freedom and equality for black people. Anti-slavery or Abolitionism itself began in America in 1700s until it ends in 1865s since the promotion of Abraham Lincoln as the president of America as soon, he issued Emancipation Proclamation during the Civil War namely Thirteenth Amendment to the United States Constitution in 1865. (Clubb, 2015: 26). The Anti-slavery in America occurred in the 17th and 18th century, some of the figures included John Woolman and Anthony Benezet from the New Jersey and Philadelphia region respectively. After the war of independence, spearheaded by the Quaker

group, the abolition movement and anti-slavery society began to spread, the abolition movement and anti-slavery society began to spread in the northern region. Before 1800, black abolitionists like: Prince Hall, Benjamin Banneker, Abraham Jones, and Richard Allen began to advocate against slavery and founded the African Society of Philadelphia. (Sundoro, 2012: p. 7)

Moreover, the abolitionist was a person who wanted to do away with slavery or contributed to the cause of freeing slaves in some way (signing petitions, delivering protest speeches, harboring runaway slaves, etc.). Even though there were differences in public opinion about slavery and disagreements among abolitionist branches over the best ways to accomplish their goals, abolitionists were able to advance their agenda because of their shared commitment in individual liberty. Through decades of strife, and often at the risk of their lives, free Blacks, slaves, white men and women, and Native Americans joined forces as anti-slavery activists who fought for justice despite powerful opposition. Their efforts ultimately forced the issue of slavery to the forefront of national politics, fueling the split between the North and South that led to the Civil War.

William Lloyd Garrison, one of the most significant abolitionists of the 1830s, employed the media to disseminate the abolitionist message. He released the inaugural edition of his abolitionist publication, *The Liberator*, on January 1st, 1831. In this issue, he wrote:

"I shall strenuously contend for the immediate enfranchisement of our slave population.... On this subject I do not wish to think, or speak, or write with moderation.... I am in earnest -- I will not equivocate -- I will not excuse -- I will not retreat a single inch AND I WILL BE HEARD."

(Chrinson, 2012: p. 8)

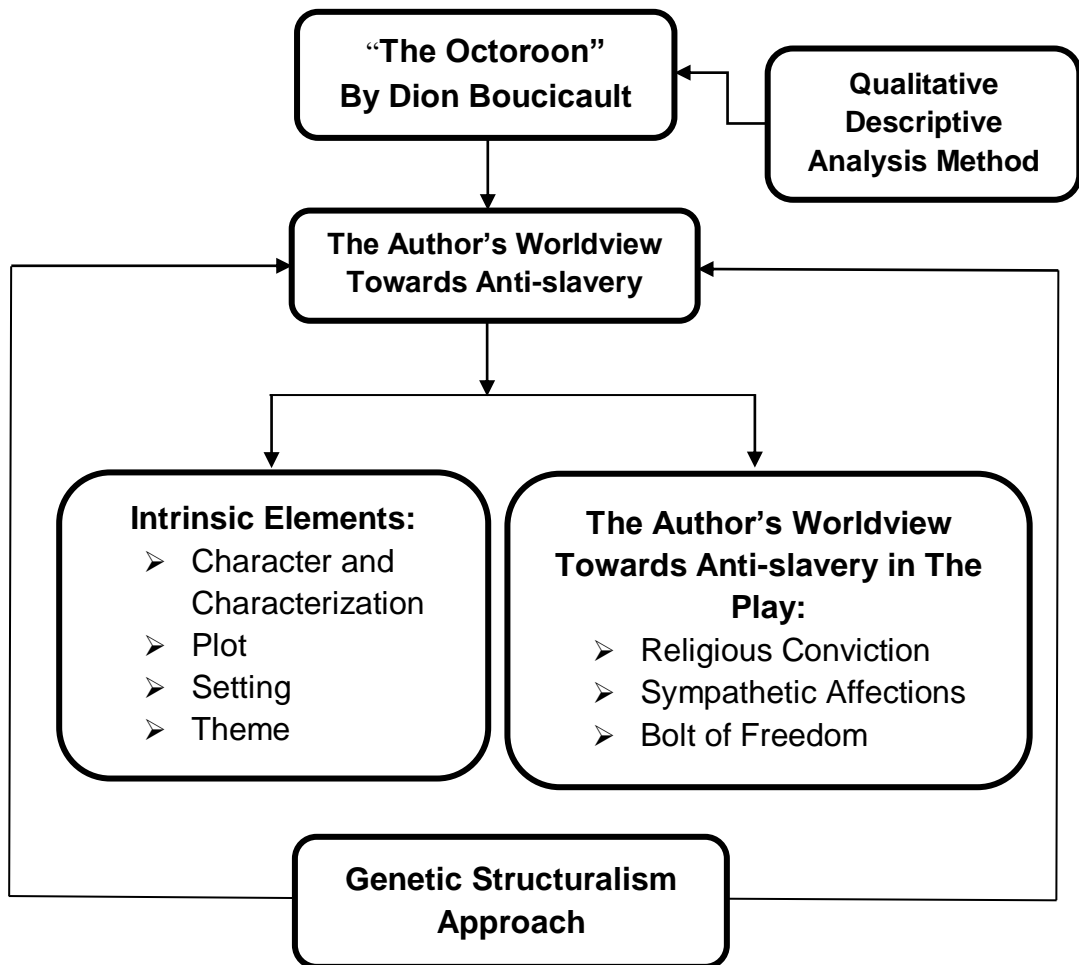
Northerners who opposed abolition frequently loudly and physically attacked Garrison. However, he also made other Northerners aware of the immorality inherent in the system of slavery, which many had assumed could not be changed. He aimed to educate and remind people of the abhorrent qualities of slavery as well as demonstrate how slave owners were human traffickers and torturers. He believed that there should be no delay in liberation and that there were no rights of the master's to be acknowledged. Assisting enslaved individuals in seeking safety in the North or crossing into Canada was an additional strategy employed by the antislavery movement. An intricate network of covert routes and safe homes, dubbed the "*Underground Railroad*," was firmly established in the 1830s throughout the whole North, with the former Northwest Territory serving as its most prosperous location. Up until 1865, thousands of escaped slaves found refuge, protection, and direction via the Underground Railroad (Chrinson, 2012: p. 9).

Therefore, based on the brief explanation about anti-slavery in above, the researcher can be pointed out that there are three points as the foundation of anti-slavery in America. The first is religious conviction by the

Quakers or known as the Puritans which opposed to the slavery because it is not appropriated doctrine by God and could obstruct of making the New World in living by the Godly society ways. Secondly is sympathetic affection which means refers to the morality power of the society which is assumes that all of the human being are the same in equalize the right whether black or white are the same with full of passions. And the last is bolt of freedom, which means refers to the action by a person who wants released the slaves and to gains the equality of blacks for ends the trades, purchase, and oppressed by the slaveholders or even against the law which is bind the black people.

1.8 Conceptual Scheme

To clarify this research, the researcher makes the conceptual scheme and the explanation to make the reader easier to understand the topic of this research, which is depicts as follow:



Based on the conceptual scheme above, the researcher chose the object of this research is a play by Dion Boucicault with the title “The Octoroon”. Then the researcher aims to identify the author’s worldview using qualitative descriptive analysis method to this research. Furthermore, the researcher also analyzing the object using genetic

structuralism approach by Lucien Goldman that analyze the intrinsic elements which is containing character and characterization, plot, setting, and theme. Beside the intrinsic element that have mentioned above, the researcher analyzes the extrinsic element of the author's worldview towards anti-slavery in the play which divided into religious conviction, sympathetic Affection, and bolt of freedom that portrayed in the play.

1.9 Method and Techniques of the Research

In this research, the method serves to simplify the problem so that it is easier to be solved and understood by researchers. The researcher uses two methods those are qualitative and descriptive method to analyzing the literary work that are explained below:

1. Qualitative Method

The first method which the researcher uses is a qualitative method. (In Ratna, 2004: p. 47) Qualitative methods are usually used as part of the development of social science, the quality of interpretation in qualitative methods is thus limited by the nature of social facts. That is, social facts are facts as facilitated by the subject. Qualitative methods give attention to scientific data, data concerning the context of their existence. These methods encourage qualitative methods to be considered multi-method because research, in turn, involves several relevant social phenomena. In literary research, for example, it will involve the author, the social environment in which the author is located including cultural elements in general.

Based on the explanation above, it might be concluded that the qualitative method is used as the way of analyzing literary work relating to the facts and social phenomenon based on the scientific appropriate data. Qualitative method used in research focuses more on social aspects in society depending on their existence. In literary works, the authors will involve themselves in the social environment where they are settled.

2. Descriptive Analysis Method

The researcher uses the descriptive analysis method as the second method to analyze the literary work. In the descriptive method, the analysis is done by describing the facts which are then followed by the analysis. Etymologically description and analysis mean outlining. However, the analysis which comes from the Greek language, *analyein* ('*ana*' = above, '*lyein*' = loose, deciphered), has been given an additional meaning, not merely describing but also providing sufficient understanding and explanation (Ratna, 2004: p. 53)

According to Waliman (Rommel, 2016: p. 4) Descriptive analysis aims to investigate the circumstances in order to characterize the norm and deals with explaining a phenomenon that involves how we think about something. The descriptive analysis aims to create a foundation for the discovery of new facts by describing what already exists. It involves obtaining information about goods, people, events, and circumstances, then organizing, tabulating, illustrating, and summarizing the results.

Both definitions could be agreed that descriptive analysis is expanded as the method to evaluate what exists in reality or fact that happens. As the result, in analyzing the play the author's worldview in Dion Boucicault's play "The Octoroon" the researcher uses descriptive analysis method to describe the phenomenon of the author's worldview concerning anti-slavery in the drama, and then provides the explanation after analyzing the text.

1.10 Techniques of Collecting Data

In doing this research, the researcher had done several techniques to collect the data in order to obtain detail that is needed in this research. The techniques are stated as follows:

1. Reading Comprehension

By reading comprehension technique, the researcher read the play "The Octoroon" by Dion Boucicault repeatedly in order to find the problems as mentioned in the previous page above then gets the author's worldview concerning anti-slavery in the play.

2. Library Research

The researcher uses the library research for collecting data by searching several books, journals, and articles to find the references about the approaches and methods which is related with the topic to accomplish this research and the data in the play "The Octoroon" by Dion Boucicault.

3. Internet Browsing

This research uses the internet browsing to collect the several references such as E-Books, journals, theses, and articles or even the previous analysis with the same object “The Octoroon” by Dion Boucicault that related to this topic in this research to understand more deeply.

4. Selecting Expression

The researcher selects several sentences from the drama, books as well as the internet that relate and support the statements given in this research.

1.11 Kinds of Data

To conduct this research, the researcher uses two pieces of data to analyze the play “The Octoroon” by Dion Boucicault. The data are divided into two kinds, those are as follows:

1. Primary Data

In the primary data, the researcher uses the play “The Octoroon” by Dion Boucicault as the main data or the object material to be analyzed by the researcher for the reference in this research.

2. Secondary Data

The researcher takes some references from the different sources to analyze the play as the secondary data such as books, script, and journals or even scientific articles the previous analysis of the play “The Octoroon” by Dion Boucicault in order to accomplish this research.

1.12 Techniques of Analyzing Data

The researcher divides technique of analyzing data into four types, these techniques are used to analyze data in the play “The Octoroon” by Dion Boucicault. Those are stated as follows:

1. Classification

In this research, the researcher used classification techniques to analyze the play after reading carefully and repeatedly in the play based on the dialogues within the character in each of the chapters of the drama, then classified the data of the analysis based on the statement of problems.

2. Interpretation

After classification, the researcher interprets the data as the second technique of the research in order to relate the data appropriately with the problems so that the researcher is capable of the point and the message of the text to get the answer of the problem.

3. Explanation

After interpretation, the explanation is the technique that is used by the researcher to provide the work or the result of the interpretation in the form such as text, quotation, meaning and the message which are related with the researcher's statement of the problem.

4. Conclusion

The last technique of this research, the researcher concludes all the data of the analysis in the play “The Octoroon” by Dion Boucicault, the

provides constructive suggestions to build this research or even for the next research that is related with the topic.